

Cluster Area II: Early Childhood Transition

Question: Are all children eligible for Part B services receiving special education and related services by their third birthday?

State Goal: Transition planning results in needed supports and services, available and provided as appropriate, to a child and the child's family when the child exits Part C. (RI SIP)

Performance Indicator(s): (RI SIP Evidence of Change)

ECT.1 All children eligible for Part B services will receive special education and related services by their third birthday and children who are not eligible will be referred to other appropriate community-based services.

ECT.2 and BF.V Preschool children with disabilities are educated with nondisabled peers to the maximum extent appropriate.

1. Baseline/Trend Data:

ECT.1 All children eligible for Part B services will receive special education and related services by their third birthday.

During the self-assessment process completed in 2001-02, a review of the national data indicated that RI services 6.75% of 3-5 year olds, an increase from 1991 of 4.5%. This ranks RI as the 10th highest state in identifying preschool children as eligible for special education and related services. In reviewing the state data from the Early Intervention Program, 70% of children existing EI at age three are eligible for special education and related services. **In 2001-02 there were 656 children leaving EI that were eligible for special education services. Of these children, 96.6 % of this number completed the transition process and existed EI and entered the school district by their third birthday.**

In addition, RI identifies children aged 3 through five from various racial/ethnic groups as having disabilities at rates that are proportional to percentage of resident children in these groups.

Analysis of ECT.1:

From the analysis of this data, RI is identifying children who are eligilbe for Part B services by their third birthday. In order to maintain this level of identification, a focus will be on strengthening the transition process Part C and Part B and by improving the Child Outreach Screening Process in the School Districts.

Targets for ECT.1 (2002-03):

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for 2002-03 (Section 3)	Activities, Timelines and Resources for 2003-04 (Sections 5 and 6)
ECT.1 Maintain the identification of all children eligible for Part B services will receive special education and related services by their third birthday.	RI has continued to maintain the requirement of identifying children eligible for Part B services by their third birthday.	
	<u>July 2002-June 2003</u> The Departments of Health and Education have hired a fulltime coordinator to improve the transition process between Part C and Part B.	<u>July 2003-June 2004</u> Professional development and TA will continue to be provided to Part C and Part B staff on Transition and Child Outreach Screening in order to ensure that continued identification of eligible children occurs by age 3.
	<u>July 2002-June 2003</u> A Network of Part C and Part B Staff has been established to develop recommended policy, educational materials and protocols to support the transition process.	<u>July 2003-June 2004</u> Data systems will continue to be improved on children existing EI and entering the LEA in order to ensure that eligible children are receiving special education services by age 3.
	<u>July 2002-June 2003</u> Data system for children exiting EI has been improved	<u>July 2003-June 2004</u> A self-assessment tool that aligns with the program performance standards for transition will be development and implemented in order to improve quality within the transition process.
	<u>July 2002-June 2003</u> Professional development and TA has been provided to Part C and Part B Staff on quality transition process as part of the Comprehensive System or Personnel Development (CSPD).	
	<u>July 2002-June 2003</u> Program performance standards have been developed that identify quality activities within the transition process.	

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for 2002-03 (Section 3)	Activities, Timelines and Resources for 2003-04 (Sections 5 and 6)
	<u>July 2002-June 2003</u> The Department of Education has hired a part time coordinator to provide professional development and technical assistance for the statewide Child Outreach Program as part of the joint Comprehensive System of Personnel Development (CSPD).	
	<u>July 2002-June 2003</u> Guidelines for transition has been written in the Health Certification Standards and monitored through the Quality Assurance Plan.	

Baseline/Trend Data:

ECT.2 All Children exiting Parct C services who are found not eligible for services under Part B are referred to other appropriate community-based services by their third birthday.

ECT.2 and BF.V Preschool children with disabilities are educated with nondisabled peers to the maximum extent appropriate.

During the self-assessment process completed in 2001-02, a review of the state and national data indicated that in Rhode Island, 66.5% (December 2000) of children 3-5 are receiving special education and related services in an integrated setting. This ranks Rhode Island as the 4th highest state in providing inclusive setting for preschool children. At the district level, LEAs are providing a continuum of integrated settings; the most common being integrated preschool programs located at elementary schools.

Analysis of ECT.2 and BF.V

Data from December 2001 which reflects 72.62% of pre-school children being educated in early childhood settings. In December 2002 the increased slightly to 73.84%. From the analysis of this data, it appears that RI is educating preschool children with disabilities with nondisabled peers to the extent appropriate. In order to maintain this level of inclusion, a focus will be on further enhancing inclusive setting with the school and in the communities.

Targets for ETC.2 (2002-03):

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for 2002-03 (Section 3)	Activities, Timelines and Resources for 2003-04 (Sections 5 and 6)
ECT.2 and BF.V Maintain that preschool children with disabilities are educated with nondisabled peers to the maximum extent appropriate.	RI has continued to maintain the requirement of educating preschool children with disabilities with nondisabled peers to the maximum extent appropriate.	
	<u>July 2002-June 2003</u> A Workgroup was formed of LEAs, Early Childhood Providers and families to review current practices and recommend best practices for servicing preschool children with disabilities in an inclusive setting.	<u>July 2003-June 2004</u> The guide for Preschool IEP Teams will be piloted and evaluated.
	<u>July 2002-June 2003</u> A guide for Preschool IEP Teams is being developed to support appropriate inclusive settings.	<u>July 2003-June 2004</u> Professional development will be implemented statewide on the use of the guide in IEP Team decision-making to educate preschool children with disabilities with nondisabled peers to the maximum extent appropriate.

Table II - A

Percent of Students Ages 3 - 5 In Their Program Placements

December 2001				December 2002		
	Early Childhood Setting	Early Childhood Special Education Setting	Part-time Early Childhood/Part-time Early Childhood Spec. Ed. Setting	Early Childhood Setting	Early Childhood Special Education Setting	Part-time Early Childhood/Part-time Early Childhood Spec. Ed. Setting
Statewide Average % of Students	72.62%	29.03%	0.00%	73.84%	28.72%	0%
Range Among LEAs of % of Students	41.25% to 100%	4.55% to 58.33%	0.00%	50.00% to 100%	2.41% to 50.00%	0%